

# COACHING GUIDE: RESOURCE 3

## Self-Assessment of Coaching Mindset and Skills

### **Coaching public speaking begins with a mindset driven by four principles:**

1. Everyone is capable of expressing themselves;
2. Coaching is about sharpening someone's voice and uncovering someone's best self;
3. Coaches must rigorously hunt for undiscovered areas of potential; and
4. Coaches help people own their voice and make more intentional decisions about their speaking, even if the end product isn't what they would do. To stay in this mindset, it is important not to be distracted by supposed norms of success or helping people please others. Start with what is important to the student and help make ideas and positions more precise.

#### **Mindset**

- I genuinely believe that everyone can be an effective public speaker.
- I can set aside preconceived ideas about what a "good" public speaker is.
- I can avoid comparing students to each other and meet them where they are.
- I genuinely enjoy hearing what people have to say.
- I am flexible in my thinking about how to help people be strong speakers.
- I am open to learning from my students.
- I am willing to take a completely different approach (even something I have never done before), if that's what the student requires.
- I want students to push me to be a better coach, even if it requires more time from me.
- If a student doesn't get it, I realize that there may be something different I need to do.
- I can handle negative criticism to adjust and improve.

Use this self-assessment to see where you are and how you might improve. On the line next to each item, rate yourself from a scale of 1 to 5 (1: just emerging; 3: developing; 5: expert). This isn't a quiz and the goal isn't to get a perfect score in every area. Instead, this will help you identify specific areas for your own growth and development.

#### **Skills**

##### **Facilitation:**

- When I coach, everyone is able to participate and be themselves.
- I can manage large groups so everyone stays engaged and can participate.
- I can facilitate small groups so that everyone can participate and feel productive.
- I make sure that I don't dominate interactions or make the experience about me.

##### **Pedagogy:**

- I can design experiences with multiple ways to interact and express thoughts.
- I can give instructions and explain things clearly.
- I can balance different pedagogical approaches (i.e. lecture, groupwork, silent work).
- I can manage time effectively to help everyone accomplish their goals.
- I can handle when things don't go perfectly.
- I can adjust my approach on the spot.
- I adjust my own communication style and approach to enhance clarity and engagement.



### Guidance:

- I can give specific and helpful feedback.
- I know how much feedback to give and when to give it.
- I can assess where someone is developmentally and adjust to meet their needs.
- I can effectively read a student and determine what they need in a particular situation.
- I can help someone organize their thoughts and put them into words.

### Relationship-Building:

- I use my knowledge of students to adjust and redesign future approaches and plans.
- I can relate to my students and build strong relationships.
- I can tell when what I think I mean doesn't match how others interpret it.
- I can listen without judgment or an agenda.

